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SCHOOL OF ARTS AND SCIENCES
FOREIGN LANGUAGE DEPARTMENT**



UNDERGRADUATE RESEARCH:

**“THE INFLUENCE OF CONTENT-CLASS RELATED VIDEOS AS A TOOL TO ENGAGE
THE ENGLISH LANGUAGE LEARNING IN STUDENTS OF THE INTERMEDIATE
INTENSIVE ENGLISH II COURSE FROM THE FOREIGN LANGUAGE DEPARTMENT
AT THE UNIVERSITY OF EL SALVADOR, TERM I-2018”**

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CHAPTER I

1.1. Presentation of the problem

Around the 1949 's and the 1960's, technology was developed significantly and educators started including taped lectures in their teaching sessions. It was found that using audiovisual instruments motivated students and enhanced their learning experience. The use of interactive and innovative methods continued to expand and soon, new material was designed and incorporated in lessons plans as teachers recognized the high importance of the technology appliance in the English learning process.

"A lot of students these days expect information to be presented in a flashy, entertaining way, so videos can help draw them in" says Larry Sanger, executive director of WatchKnowLearn.org, a site that collects education-related videos. Comparing this quote with the Theory of Howard Gardner, the learner can experience a lot by watching an educational video as their visual-spatial, verbal-linguistic, musical-rhythmic among other intelligences are activated depending on the type of individual and his own way to perceive a message.

Educators at the University of El Salvador do present videos in their classrooms once in a while; however, they might include them as a common practice without consciously understanding the repercussion or positive effects that its usage provokes. The video could be incorporated as to cover part of the teaching session but not merely adapted to the gaps, levels or individual student's needs.

The students of Intermediate English are in their peak of learning the language, reason why it is imperative to find a way to promote the video and make professors aware of the profound benefits that the implementation could attract.

As researchers have experienced while studying their English Teaching Major, the video was not included in their classes as they would have wanted. In a few times that the professors presented a video, it was not adapted accordingly with the topic to be studied or the level they were at. There were some times that the video was perceived as if the professor just wanted to fill a space in the teaching session. Some problems that students found were related to the discrepancy between the level of knowledge they had and the difficulty of understanding of the video. In some cases, the language used was too complex leading students to get confused and carrying them stress and incomprehension of the topic.

The learning process is interfered if the tools are not used appropriately. If the grammar in the video is not adapted to what the students already know, they will certainly miss the message of the video as in English there are several complex structures that an intermediate English group might not understand. If the speaker in the video speaks too fast, the student will not comprehend the purpose of watching it and they will lose interest in the next activities. The Input Theory developed by the linguist Stephen Krashen in the 1970s and 1980s establishes that students' progress in their learning process if they are taught the second language with a little bit more of difficulty than what their current level of knowledge is. However, this I+1 theory does not really manifest that the material presented should be too complex. It suggests to challenge students but carefully taking into consideration their own faculties.

During the period 2014 – 2016, the Foreign Language Department of the University of El Salvador was affected by several internal problems such as the lack of Wi-Fi in classrooms. The professors who included videos in their lesson plans had to download them to portable memory devices probably at home or at a cyber café which consumed some of their time and money. And the university did not remunerate for this. As internet has not been an available tool in the Foreign

Language Department, the usage of the video has been limited considering that not all of the professors have access to their own internet to search for the video and bring it to the classroom.

The technology to present a video is also a great problem that the department has faced in terms of the lack of projectors and laptops. All these issues have contributed to minimize the usage of audiovisuals and devalue the importance of its appliance in a class.

What is going to happen if teachers do not really recognize the usage of videos in their classes? The psychologist Howard Gardner suggests that it is needed to reconsider that students have different intelligences developed one more than others and that learners learn the language better, depending on the way that the information is presented. While some students might be happy and enjoy learning the parts of the human body by watching an animated cartoon where a boy moves each part of his body as he names it repeatedly, some other students might get the message easily by listening to the different sounds that animals produce and by watching their movements.

The multiple intelligences play an important role when teaching. Then, the video can activate many of these intelligences and provoke students' interest in learning. If the usage of the video goes unnoticed, students will surely learn but there will be spaces not filled and gaps in the student's mind that could have been clarified or better understood if the video was presented in such class. Textbooks only present the message in an unanimated and conventional way. Students may be exposed to texts and to resolve exercises to interact with the language; however, it might not be the complete tablespoon to have them understand the topic in study. Here is where the video complements the process and makes them learn in a fun and entertained way.

What would happen if a student is given the word “Scrumptious” written on a piece of paper to memorize it? He will probably learn by heart the new word and eventually forget it. Or perhaps he will not show any interest in the meaning of the word adding that the concept or meaning of "scrumptious" is perhaps explained in confusing context. What would happen if a tasty, hot and delicious piece of pizza is presented in a video and an activity is developed where the student tries to guess the meaning of that word? It will be funnier, and the significance of the word will be easily saved in the long-term memory of the brain. Why would a student prefer to watch a video rather than reading concepts in a text book or a dictionary? Educational videos are more enjoyable and self-motivates pupils to study. When the researchers of this study watched a video in their classes, most of the students that barely participated during the class somehow showed more interest and spoke a bit more in comparison with classes where the professor taught the lesson using textbooks and flash cards.

Gardner proposed eight abilities or intelligences that each student might possess: musical-rhythmic, visual-spatial, verbal-linguistic, logical-mathematical, bodily-kinesthetic, interpersonal, intrapersonal, and naturalistic. His theory establishes that while some students' attention might be called by presenting them a topic while playing a good melody on the piano, some others might get to learn by observing the movements of a ballet dancer in a performance. One of the video's characteristics is that many of these intelligences are aroused as the combination of audio, visuals, movements, colors, places, images sequence and language used, conduct students and drive them to learn and further research in the topic.

Technology has come to town to make learning processes easier and effective. Children, teenagers and also adults are visiting websites containing videos in an incredible daily rate, reason why it should be reconsidered taking advantage that people, and especially foreign language

learners, are watching videos massively. As per the website www.brandwatch.com, 3.25 billion hours of video per month are watched on youtube.com. This means that videos have a great impact in the human life as they persuade in a dynamic and joyful way.

Most importantly, when a student watches a video, a link is created between the images seen on it and the real world. Students associate concepts and images with reality and when this happens, the brain captures and processes information faster. A kid perhaps will forget the word “ice cream” that he read in a book quicker than a kid that watched a video where he learnt by the first time this word in a scenario of a salesman interacting with a lady buying ice creams for her daughter. This is because the transition of images, sounds and colors surely catch the attention more than a simple word and its meaning written in a piece of paper.

While it is of absolute importance to include educational videos in lesson plans as its multiple benefits have been described previously, it is also imperative to know and understand that a video cannot fulfill random spaces in classes but a format should be followed as to achieve goals satisfactorily. This study is mainly focused in finding out how content-related videos are engaging learning and its contribution to the apprenticeship of English and what the guidelines to coherently add a video in teaching sessions, must be followed.

Educators could not be native speakers; however, students need to be exposed to the real american native English. By playing content class related videos, pupils are exposed to the true pronunciation of words in the foreign language which leads to a great impact in the development of their speaking and listening skills. Students will not only have the contact and become familiar with real English, but they will also have the chance to replay the audiovisual and repeat how a word is pronounced while seeing the gestures and movements of the mouth of the native speaker until they get enough confidence speaking correctly and listening accurately. Then the student will

be enabled and unconsciously create a connection between what he sees and listens in the video and his real environment.

Another advantage of incorporating educational videos is that students will be able to take a copy home and study by themselves and expand the possibility to learn outside the classroom, behavior that will eventually bring its positive effect as the more a learner is exposed or exposes himself to English, the faster he will get to master the new language.

This study will be directed to find out why the usage of the video should be implemented with more frequency in the right manner. In order to develop the student's ability to speak comprehensively and listen understanding the message properly, it is a crucial aspect to find the right and effective material to be presented. Some teachers are missing the main objective of including a video in their teaching sessions to enhance learning skills, clarifying gaps, and supporting student's areas of opportunities by presenting information in an innovative and fun way but they use the video as a resource of filling spaces left in their agendas without thinking of the big positive incidence that it could promote if applied following a well-set guideline.

This study will benefit all the educators of the Foreign Language Department as they will have a list of reasons why they should reconsider the usage of videos and mostly because access to technology and the internet is more at hand compared with later years where the resources were limited and little. They will also be provided with preset directresses to look at before incorporating a video in their lesson plans. Some questions must be answered to find out if the video presented will really contribute or interfere the learning process such as: what is it that you want that your students learn? Is the class-related video adapted to the current level of English that the students have? Are there any slangs that could possible disrupt the meaning? Will this video depend in

critical thinking or will it just cover part of the teaching session? Is the information shown in the video clear, precise and authentic?

For students, this research project will undoubtedly feed them in terms of learning faster and cause them to get a complete understanding of the subject-matter they are studying. The exposure to native English by showing them visuals and combinations of rhythm, melodies, transitions of images and all the components of a video will really bring great results which for sure will help them in their learning process. This will be tested by using some research instruments which will tell the researchers what the attitude of the pupils is by adding a video versus using different teaching tools.

1.2.Statement of the problem

The employment requirements in El Salvador are sometimes too demanding and this causes the opportunities to get a job to be reduced for many professionals. One of the requirements companies ask for when applying for a position is job experience, being 2 years in many cases the least. Due to the fact that applicants are just graduated professionals, this requirement is hard to reach for some of them and therefore they have to look for other type of jobs that are little or almost not related to their area, just to get experience. Another thing needed to be able to have the opportunity to work at a certain place is that applicants must know how to use a computer; this is considered essential since most of the companies nowadays use web based software to handle all the company's information. Lastly, the knowledge of a second language is almost mandatory for graduated students to get a vacancy in which they can develop their professional skills.

In order to comply with these requirements and increase the chances to get a job, many students are choosing to study a foreign language after graduating from college. There are students

who choose to get ready for it since they are in high school by taking eventual classes in any of the most famous language academies in the country. Other students do not have the opportunity to pay for an academy since the prices can sometimes be a little or too expensive to be paid; thus, they are only able to learn another language with the education provided in public high schools.

There is a large amount of the population of high school graduate students who choose to study a career related to languages and, most of the times, it is one related to the English language. When they start going to classes at the university, they expect the learning to be as easy and fast as just going to some classes and being able to speak and understand the language in just a few weeks. But only those who are decided to learn know that it requires a lot more than that; it also requires effort from the learner, money to pay for handouts and books and a lot of time and dedication.

It is not only the students' responsibility to make sure they do all what is necessary to learn English but also the teacher's responsibility to use the best methods and techniques to support the students learning. It is better to have the learners interact with the target language and moreover use it by their own to communicate than having the teacher entering the classroom and doing a reading or speaking to the learners in the target language. For this reason, since most of the students who start their English career sometimes have very little knowledge about it, it is necessary that they first go through basic English courses so they can get immerse language by being able to listen to, speak and write it so then they can take an intermediate English learning course so they can start using the language the way they are supposed to.

The intermediate English courses can sometimes be challenging for the students; though students might know the language already, many of them do not feel themselves motivated or feel they lack of engagement towards improving it. It has been observed, by the researchers' own

experience when studying English, that a certain number of students take the classes and do all the activities in the class just because it is the only way of getting a score to add to their overall grade, which is what determines if they pass or not to the next level.

This lack of engagement and self-motivation from the students towards learning English causes an impact in their entire English teaching career. By the time students take their last courses about the language, which are supposed to polish the knowledge they have previously gotten, most of them find themselves lost because there are many things that are still not clear for them. Teachers as well, are witnesses that there are students who seem not to be prepared for the level they are; sometimes students do not know enough vocabulary, in other cases students still do not feel confident to do the tasks they are asked to develop at their level and this leads into a breakdown in the peace of the methodology provided in the learning program of the educational institution.

Students may not be engaged in the basic English course but on the contrary they may feel afraid of not being able to accomplish the goals set to be achieved at the end of the semester; for this reason, the lack of engagement from students towards learning English should be tackled at the time the students are in the intermediate English levels. This way, teachers avoid to make the students feel overwhelmed too early in the basic courses, and it is not too late to apply different methodologies for the language learning process since then is when they are supposed to start to develop their communicative skills.

English teachers use different tools to enhance the way students learn the language and this consequently changes the students' perspective of learning. In the Foreign Language Department, content-class related videos are used to support the teaching strategies in the classroom but there is a need to find out what is the direct influence this tool can have in the learning process of a foreign language like English. These videos are played during some of the classes and are supposed

to make the students get engaged in the English learning. The way in which such videos are used can be crucial to determine the effectiveness they have and consequently the impact of this tool in students' behavior can be either great or barely nothing if not applied or used correctly.

Anybody is able to take a hammer and a rock and try to make the rock to be shaped into a beautiful piece of art but only those who know how to use the tool correctly will be able to create what they want. The same happens when using content-class related videos in a classroom. A teacher who plays a video during the class with no set objectives or goals related to what the video is supposed to be useful for, will be considered to be someone who is only trying to put a time filler in order to throw more information to the students so they have a lot of input, but this will not be enough since it is not only about giving the input, but also about doing it in the most appropriate manner based on the students' way of learning.

It is important to establish what the influence of the use of content-class related videos in the English learning classroom is to be able to use them correctly as a tool to engage the English language learning in students. There has to be a reason behind the fact of using a certain tool when teaching English, and the purpose of this research is to present what that reason is.

Teachers need to be aware that not all videos can influence in a positive manner the learning process. Internet is a source from where thousands of videos in English can be found and with just a computer and a connection to the network a teacher can easily download a video to play for the class. But, depending on the students learning style, certain videos can possibly not have a good influence in the students' engagement to learn English. A video in which complex phrases only used by advanced or native English speakers will most likely be too challenging for the learners that they might give up on continue trying if they feel it is getting too complicated.

Students are not looking forward to get bored or to be entertained in a class but they are mostly focused on feeling comfortable and confident with the tools provided by the teacher. At the time a student decides to go to class, the only important thing to care about is to be able to retain the new things they are learning. Adding a little of entertainment to catch their attention and have their mind more focused in the real use of the language is only the teacher's strategy to achieve the objectives set. If the video chosen to be applied during the class is considered boring by the students it, of course, will just make the students feel stressed and not motivated to hold on to what is being said or done during the video. So, a video that lets the students feel comfortable with the language and makes them be confident that they can also do as good as what they see can be a great influence in order to stimulate the engagement towards learning English.

1.3.Objectives

1.3.1. General Objective

- To determine how the use of content-class related videos as an engagement tool contributes in the English learning process for students of Intermediate Intensive English II from the Foreign Language Department at the University of El Salvador, term I-2018.

1.3.2. Specific Objectives

- To explore students' attitude towards learning English through content-class related videos.
- To measure up to what extent content-class related videos develop students' listening skill.
- To identify the factors that make content-class related videos beneficial in the English learning process in the students of the selected course.

1.4. Research questions

1.4.1. Main research question

How do content-class related videos contribute in the English learning process for students of Intermediate Intensive English II from the Foreign Language Department at the University of El Salvador?

1.4.2. Specific research questions

- What is the students' attitude towards learning English through content-class related videos?
- To what extent content-class related videos develop students' listening skill?
- What are the factors that make content-class related videos beneficial in the English learning process in the students of the selected course?

1.5. Justification

Videos have been considered very important through history as they have supported teachers in the planning and development of their classes. It has been found that videos are effective and even better than teaching students through traditional text-books. Nowadays, it is very common to see children and teenagers on YouTube searching for videos from multiple devices and smiling while watching them. This then means they are really captured by the audiovisuals and learn from it.

The research team has found through own experience studying English at the university that the classes are funnier and the topics are better understood if a video is included in the lesson plan. Brain responds to visuals very fast, better than text or any other type of learning material. When

people recall stuff from the pictures that they see, the information is retained in the mind for a longer time than remembering texts from books. Through videos, students get to process and comprehend information fast.

There have been two research studies previously made related to using videos in English classes that are considered to be helpful to provide valuable information to this research project. These studies were made by students of the University of El Salvador and are of easy access in the university library. The research team will also take into account Howard Gardner's theory that suggests that the way in which a message is delivered will influence that individual's reception of such message and that the teacher needs to take all of the multiple intelligences into account when planning a class; so, while traditional textbooks always follow linguistic approaches to learning, multiple types of videos can take a variety of approaches, such as aesthetic, logical or narration. Thus, it is of absolute convenience to study the influence of content-class related videos as the analysis of the results will bring multiple benefits for the teachers and students.

This research is intended to be of great utility as it points out to the necessity of the application of the use of content-class related videos in a class to help students in the learning process as well as how students react when teachers give a class only with books and when they add and present audiovisual materials.

Taking into consideration that teachers want to get an outstanding result in the class from their work effort, they have noticed that videos can tell a whole lot of information when it comes about their students retaining more information during the learning process since it expands the single and usual book way to expand their knowledge.

Not only at schools, colleges or individual courses, but also, enterprises save money, time, human resources and this way avoid physical movement arrangements; like having to reserve a

classroom to have an updated tool for employees and students to be taught to keep on track with excellence in service and education. Doing this assures a phenomenal way to pour out concentrated educational elements for learners to succeed nowadays. There are explanatory videos that can aid the teacher to save precious time for the learner to have something swapped in their students' minds, which uses specific wording outlining a step by step process to record the message intended; even though sometimes it might sound really silly, but videos are part of a capture technique to provoke students to picture themselves into a scenario where they are living the experience to get the idea instantaneously.

It must be admitted that a technological age has currently been embraced in which teachers cannot justify why not to use videos in the classroom; on the contrary, they feel the need to use them. Students can now get engaged with photo-text quizzes, or can also be stimulated with videos by doing small challenging exercises.

One real notorious way to get students motivated are the real life results shown when practicing along with the video pushing the learning a little bit more and more. It is intended to connect to students' minds with a way to remember things as easy as possible when they use it on a daily basis. Technology does allow students themselves to feel the pleasure of acquiring knowledge of another language to build a good professional career, increasing the amount of options to check videos the same way many universities do with no excuse to master any topic. Using videos does not mean pupils will forget about books and research tasks, but it will be a tool included to train them well.

Some years ago, students had learned English through very traditional method like the Grammar Translation Method. It was mostly about translating sentences back and forth between the mother language and the target language. Grammar translation required learners to master the

grammar and to memorize extensive vocabulary lists. Nowadays content class videos show real life conversations and cultures, including human's posture and so.

1.6. Limitations

This research is done to determine the influence of content-class related videos as a tool to engage the English Language Learning in students of the Intermediate Intensive English II course from the Foreign Language Department of the University of El Salvador. There are several limitations that can impact the development of the research, one of these limitations is the lack of collaboration from several professors from the Foreign Language Department that can be too busy in their own development of the class that could possibly provide few time to the researchers to play videos.

Second limitation is the class attendance that is not formal as expected; since at least thirty percent of the students do not attend to the classes so the researchers cannot have the point of view of all students

The third limitation is time in which all the authors of this paper met for information gathering and they manifest it is rather difficult at times due to their shift or part time employments, since all of the researchers work for a living; however, they can overcome it using social networks to meet. Furthermore, the team was able to find a tutor for the project not until march. Also, the assignation letter to officially start working with the tutor was not given until May.

CHAPTER II

2.1.The use of media back in the years

Between the years 1501- 1600, didactic material started to appear and to be broadcasted in the teaching field. As the first appearances, “horn-books”, made in Europe. This type of material elaborated with sheets containing all of the letters of the alphabet, shaped on wood, bone, leather, or stone and covered by a sheet of transparent horn, was the first expression of teaching material. In 1870, technology expansion continued and “the magic lantern” was invented. This was the first model of a slide projector that projected pictures printed on glass plates. Its first uses were broadcasted all over Chicago’s public schools by the end of World War I. Some years later, with the invention of chalkboard, education was highly developed followed by the appearance of the pencil in the year 1900. After these advances in education, greater ones came:

In the early 20’s century the creation of colored films was a topic of relevance for the movies industry. As per an article published by infoplease.com when Herbert Kalmus cofounded the Technicolor Corporation. It was an unusual company in the Hollywood scene because, though a major player in the film industry, it was not (except very early in its career) a studio but an engineering firm. The Technicolor Corporation in 1916 went through a two-strip additive process (mixing two colors on the screen for an approximation of the spectrum), and finally, in the 1930s, a three-strip subtractive process that required a very expensive and temperamental camera through which three strips of film ran simultaneously, each emphasizing a different color of the spectrum. And by this time the first colored movies appeared and created the basis of a full colored videos future. In 1920, the radio came as a creative and innovative tool in the classroom; allowing children to use their imagination and learn their lessons in an interactive form.

Based on an article published by ukessays.com, back then in the 1930's the use of record players, tape players (reel-reel), ditto machines, filmstrip or reel to reel projectors, radios and televisions were common instruments that teachers used in their teaching lessons. Also 1930 appeared the first overhead projectors and some time by in 1940, the ballpoint pen which was the first model of the current pen that dispensed ink over a ball made of metal. Following the ballpoint pen, appeared the headphones in the year 1950.

And it was not only about videos evolution that the beginning of new teaching strategies started but also the constant search of an effective media usage in the classroom. According to a book published by The British Council, the early 1950's saw the birth of a carefully planned project to teach English to beginners throughout the world through a specially devised bilingual radio series accompanied by a book with records encapsulating the main dialogues and the teaching points of the course so structured and so presented in the learner's own language as to facilitate self-study.

Videotapes came to town one year after the invention of the ballpoint pen in 1951, creating an awesome and interesting way to present the class. Also, the famous "Skinner Teaching Machine" was developed in Sidney. Its job was to let students auto test and reinforce their previous classes, in an automated way, so that the student could go on the next lesson. And in 1959, the photocopier appeared which made the reproduction of writings possible. Then the handheld calculator invented in 1972. The Scantron, produced by Michael Sokolski, made possible to grade tests quicker.

2.2 The use of videos in the classroom

The video technology first appeared around the 1920s in Europe and The United States, developed by John Logie Baird and AT&T's Bell Labs right after the invention of the telephone by Alexander Graham Bell. Its development and spreading grew and transcended all over the world making learning a great and successful experience.

The video came as the teacher encountered the necessity to adapt a tool in their sessions to fulfill their needs while teaching. It is not to forget that current generations are growing with a developed world where technology is part of human's daily life. Information is nowadays being transmitted through animations full of flashy colors with music and melodies. And a great benefit of its usage is that an image in movement does not depend on any writing, the meaning is captured immediately as the sequence of images starts, catching student's complete attention. Janelle Cox, a Master of Science in Education from the State University of New York College at Buffalo describes in her article "Benefits of Technology in the Classroom" that "According to a study by the Information Technology (IT) Industry & Association released in 2017, around 75 percent of educators think that technology has a positive impact in the education process. Educators also recognize the importance of developing these technological skills in students so they will be prepared to enter the workforce once they complete their schooling. The impact that technology has had through the history in education has been quite significant. This widespread adoption of technology has completely changed how teachers teach and students learn. Teachers are learning how to teach with emerging technologies (tablets, iPads, Smart Boards, digital cameras, computers), while students are using advanced technology to shape how they learn. By embracing and integrating technology in the classroom, students are being prepared for a successful life outside of school."

2.3 Videos as a teaching technique

Teachers have always been looking around to find better ways to teach their students and bring to the classrooms a new innovative way to hook the student's attention. Morales & Guzmán (2015) consider that using videos within the classroom permits to present a concept determined in a different way to the students, giving the class a dynamic learning environment. Changes in the manner a class is given, will always call the attention or at least make the students be aware there is an opportunity to learn something new.

In order to fully harness the power of video as an educational medium, it is important to employ various design strategies like reflection tools, teacher commentary, explicit prompts (Brunvand, 2010). Like a car engine needs all its components to work properly, so does the usage of videos need other techniques to make the usage of videos an effective tool for the teaching of English, not only do teachers have to choose a video, bring it to the classroom and play it but it is also a matter of applying other supporting strategies to assure its effectiveness.

In many times, educators bring their audio system to play something for their pupils so they can first listen and then try to imitate what they hear; though this might lead to a misinterpretation of the information since what they heard may have probably been different than the actual message conveyed. On the other hand, when students listen to the characters speaking and at the same time see them doing an action associated to what they said the students will have a better understanding of the message and will more easily remember the message. A straightforward design principle is that learners are better able to construct mental models when corresponding visual and verbal representations are in working memory at the same time. (Mayer, Moreno, Boire & Vagge, 1999).

2.4.Choosing a video

When choosing a video to play for the class, certain criterion should be met to prevent a negative impact in the viewer and moreover assure the pedagogical effectiveness of such tool. This criterion to consider before choosing a video should be the length, the content rating and the content degree of complexity. This must be part of the selection process to determine if a video will be convenient for teaching or if it should rather be changed for a different video or a different teaching technique.

The length of a video by itself can positively or negatively affect the results of the intended objective of using it in a learning activity. According to a post published by Phillip Guo there is an optimal video length for a correct usage of it. The average engagement time of any video maxes out at 6 minutes, regardless of its length. And engagement times decrease as videos lengthen, Guo (2013). This then means that the longer the video becomes the less engage a student will be in the subsequent activities provided by the teacher.

Berk (2009) thinks that more important are the content ratings for graphic violence, obscene language, nudity, sexuality, and gore because commercial movies and music videos are out of control and anything and everything are used to attract audiences. So, depending on the type of audience the video will be presented to, its rating must be feasible according to the activity being realized in the class, the age of the viewers and many other factors; therefore, it is the teacher's responsibility to review all those details Berk mentions before making the decision to randomly choose a video from within all the ones found nowadays.

2.5.The eight intelligences theory by Howard Gardner

Howard Gardner proposed this model in 1983 in his book “Frames of Mind: The Theory of Multiple Intelligences” where intelligences are not seen as a “whole” intelligence but a bunch of them distributed differently in humans. These intelligences are the next ones:

- **Verbal-linguistic intelligence:** as per a definition on MyPersonality.info "People with Verbal-Linguistic intelligence love and are talented with words. They enjoy reading, writing and learning languages. They have an ability to teach and explain things to others."
- **Logical-mathematical intelligence:** This intelligence refers to the capacity to understand abstract and complex situations. They use logic.
- **Spatial-visual intelligence:** This type of students has the ability to think using images and pictures in their minds, they can visualize things in abstract ways.
- **Bodily-kinesthetic intelligence:** Here are all the students who have great abilities of movements such as dancers, jugglers, athletes, playwrights, etc.
- **Musical intelligences:** A concept provided by skyview.vansd.org states that “Musical intelligence is the capacity to discern pitch, rhythm, timbre, and tone. This intelligence enables us to recognize, create, reproduce, and reflect on music, as demonstrated by composers, conductors, musicians, vocalist, and sensitive listeners.”
- **Interpersonal intelligence:** here is the people with the ability to understand and respond to moods. Capable of understanding other’s feelings.
- **Intrapersonal:** this type of people is self-aware and have appreciation to their own feelings, beliefs and everything related to their own well internal being.

- **Naturalist intelligence:** the people who love animals, plants and everything in nature.

2.6.The use of the video and the Multiple Intelligences Theory

A video is a set of continuous photograms that displayed on a screen reflect actions. The video is composed by pictures, colors, movements and melodies. All together and with a meaning given, the video brings abstract events to reality; from a cat playing with a dog, to the fall of enormous ice slices in the North Pole.

But why are videos important in the education field? An article on uq.edu.au responds that “Shepard and Cooper (1982) and Mayer and Gallini (1990) made the connection between visual clues, the memory process, and the recall of new knowledge. Allam (2006) observes that the creative challenge of using moving images and sound to communicate a topic indeed engaging and insightful, but adds that it also enables students to acquire a range of transferable skills in addition to filmmaking itself. These include research skills, collaborative working, problem solving, technology, and organizational skills. (Bijnens, N.D.)”. If a visual is used, it will certainly make students’ learning process easier as their brains will be influenced by the displayed video. They will for sure be engaged with the second language being studied.

2.6.1. The musical intelligence and the video

If the video being played is adjusted accurately to the English level of the group, the students will face a moment where the combination of sounds, the continuous presentation of images and the rhythm will awake their musical intelligence and have them learn by listening and appreciating the sequence of the events being performed in the video. They will surely love to watch the video for the second time.

2.6.2. The interpersonal intelligence and the video

Students are enabled to share their experiences, comments or personal opinions after having watched a video which will cause them to coexist one with the others. This will create a great classroom environment and teacher can take advantage of this stage to bring awesome activities to develop with the group.

2.7. Why the I+1 Theory is in favor of media usage in the classroom

The theory in general establishes that the learner has to be challenged with activities that require going one step beyond of what they already know. In other words, it suggests adding some level of difficulty to the exercises given and have students moved from their zone of comfort. Videos are the perfect tool as they can be easily adapted to the current English level students have and add them a certain degree of difficulty to challenge the group. It is not good to teach something they already know; pupils will be bored the entire class. The I+1 theory specifically comes to show that if education wants to be guaranteed, teachers must bring activities that encourage students to learn more than what they were taught before.

2.8. Why to use videos in the classroom?

Videos bring the outside world into the classroom. Teachers can show students native English pronunciation, practice many activities and motivate them to research by themselves once the class has finished. The setting, action, emotions, gestures, etc., that students can observe in a video, provide an important visual stimulus and engage students in their production and practice activities. (Bravo 2000, p3) points out that the introduction of a video in the classroom can produce substantial changes in the scenario where teaching takes place.

2.9.How to use the video in the classroom adequately?

Teachers can perform different activities with a video; however, they have to be careful and apply them both at the beginning and during the use of the tool with extreme accuracy depending on the student's English level. (Román and Llorente, 2007) indicate that the following aspects must be taken into consideration:

Before the video presentation

The difficulty of the information must be progressive, avoiding unnecessary jumps. The level must go in accordance with the student's knowledge and one degree of difficulty beyond. Incorrect English levels displayed in a video bring confusion of what is being taught and as consequence, it will undoubtedly lead to a disconnection of the learning process.

During the presentation of the video

It is proposed a structured model where all the instrumental possibilities such as pause, fast forward, slow motion, and didactic interventions can be used like formulation of questions, translation of a question formulated by one student to another, reviewing the most significant parts that the educator might consider appropriate.

After watching the video

The activities that the teacher can do with his students are diverse and range from those aimed at complementing the information received, those aimed at carrying out different works for deepening the information presented, interviews with specialists, group discussions, identification of mistakes. In this step, teachers have to be prepared and open to any incident presented. Extra activities would be helpful in case students struggle or show an unexpected behavior.

2.10. Definition of key terms

The following terms are part of the theoretical framework of the research about the influence of content-class related videos as a tool to engage the English language learning in students of the Intermediate Intensive English II course from the Foreign Language Department at the University of El Salvador, term I-2018:

Audio: it is sound within the acoustic range available to humans.

Audio visual: it is defined as training or educational materials directed at both the sense of hearing and the sense of sight.

Authentic Material: it is a resource created for native speakers of the target language. Also, has stretch of real language, produced by a real speaker or writer for a real audience and designed to convey a real message of sort (Marrow,1977). When people first think of authentic materials they usually assume that they are talking about newspaper and magazine articles. However, the term can also encompass such things as songs, web pages, radio & TV broadcasts, films, leaflets, flyers, posters, indeed anything written in the target language and used unedited in the classroom.

Ballpoint pen: a pen having as writing point a small rotating metal ball that inks itself by contact with an inner magazine. (Meriam Webster, 1928).

Broadcasting: distribution of audio or video content or other messages to a dispersed audience via any electronic mass communications medium, but typically one using the electromagnetic spectrum (radio waves), in a one-to-many model (James, 1989).

Content Class-Related-Videos: videos that establish clear purposes for viewing and deciding what selections will best support the purpose of Learning English (CPB, 2004, p. 11).

Engagement: The Center for Teaching and Learning of the University of Washington has demonstrated that engaging students in the learning process increases their attention and focus, motivates them to practice higher-level critical thinking skills and promotes meaningful learning experiences. In many contexts, however, student engagement is referred to the ways in which school leaders, educators, and other adults might engage students more fully in the governance and decision-making processes in school, in the design of programs and learning opportunities, or in the civic life of their community.

Gestures: (Safarali & Hamidi, 2012) say that a gesture is a non-vocal bodily movement intended to express meaning. Gestures may be articulated with the hands, arms or body, and also include movements of the head, face and eyes, such as winking or nodding. According to Cambridge dictionary it is a movement of the hands, arms, or head to express something or a feeling that expresses intentions, although it might have little practical effect.

Hornbook: it is a child's primer consisting of a sheet of parchment or paper protected by a sheet of transparent horn; to complete the meaning hornbook a rudimentary treatise. (Meriam Webster 1928).

Juggler: one skilled in keeping several objects in motion in the air at the same time by alternately tossing and catching them: one who performs tricks or acts of magic or deftness; one who manipulates especially in order to achieve a desired end. (Meriam Webster 1928).

Listening comprehension: According to Safarali & Hamidi, (2012), listening plays a crucial role in learning a foreign language. It is actually a problem-solving skill. Mendelsohn (1994) (as cited in Safarali & Hamidi 2012), defines listening comprehension as “The ability to understand the spoken language”. And Oxford (1993) (as cited in Safarali & Hamidi 2012) describes this process

as “perception of sounds, comprehension of meaning- bearing words, phrases, clauses, sentences and connected discourses”.

Skinner’s teaching machine: is composed of mainly a program, which is a system of combined teaching and test items that carries the student gradually through the material to be learned. The "machine" is composed by a fill-in-the-blank method on either a workbook or in a computer. The machine is a labor-saving device because it can bring one programmer into contact with an infinite number of students. Skinners programmed instruction became a major education and commercial enterprise that flourishes today. (Nichole Wleklinski 1653).

Video: the word video comes from the Latin words means “I see”. Any electronic media format that employs motion pictures to present a message can be referred as video. Video can be integrated into learning activities (Smaldino,.et al.2005) (as cited in Sabinus, 2008). Videos are available on almost any topic and for all types of learner in all the domain of instruction including cognitive, affective, motor skill, and interpersonal. Video can manipulate both time and space. It can take the learner almost anywhere and extend students’ interest beyond the walls of the classroom. It is a form of multimedia that conveys information through two simultaneous sensory channels: aural and visual. It often uses multiple presentation modes, such as verbal and pictorial representations in the case of on-screen print and closed-captioning (Mayer, 2001).

Videos as a learning tool: it is a tool that allows teachers to not only tell students what they need to learn from a specific lesson, but illustrate examples to help develop understanding.

Student’s attitude: it is a predisposition or a tendency to respond positively or negatively towards a certain idea, object, person, or situation.

CHAPTER III

3.1.Research method

Mixed methods

Due to the nature of the topic to be studied, this approach was chosen because the research involves collecting, analyzing, and interpreting quantitative and qualitative data in a single study. The research requires both, qualitative and quantitative data to be collected by using different instruments and techniques that best fit into the research needs to obtain the desired answers to the research questions previously exposed.

Using a qualitative approach is absolutely going to benefit the research since this approach is most used when gathering information about social problems, this way the final results are going to be presented in a detailed and descriptive manner for the reader to be able to understand the logic of the influence a teaching tool can have on the engagement that the learner can feel when trying to learn a second language, and mostly, the type of tools used when doing a research of this type is going to provide valuable information about the way content-class related videos can help or not to make the students feel engaged about learning.

On the other hand, it is believed that there has to be as well a source in the research to provide measurable information to support the findings and conclusions in the project by probing the assumptions wrong or not depending on the results provided by the instruments specially designed to obtain this type of information. For this reason, it is considered that using a quantitative approach is also beneficial for the development of the project.

Mahmood, 2013 says that one of the reasons for mixing is the insufficient argument, and that either quantitative or qualitative approach may be insufficient by itself. So, in order to fulfill

the needs of qualitative and quantitative data for the development of the research the mixed methods approach is the one selected to cover a broader field of valuable results to achieve the research objectives. The data to be collected through this study is integrated all in one so the combination of it can provide a better understanding of the problem being analyzed and tested in this research.

3.2.Type of study

Exploratory Research

This study explores the influence of content class related videos, as a tool to engage the English learning in students of the Intermediate Intensive English II in the Foreign Language Department at the University of El Salvador since this topic is not completely studied.

Basically, this study is intended to examine what the influence that content-class related videos have as a tool to engage students on the English learning process is, the main purpose is to have a better understanding of this topic since the influence of content-class related videos has not been explored, and this exploratory research will lead to future studies.

Exploratory Research requires high level of interpretation (Cooper and Shindler 2016) with an aim to identify patterns through observation (Cavana, 2001) researchers seek to explore the influence of videos gathering data through the qualitative method by using observation when a teacher plays videos in the classroom.

The first research question posted on this study is what the students' attitude towards learning English through content-class related videos is. This question seeks to find out if students feel motivated through learning English playing videos in the classroom.

The second research question is to what extent content-class related videos develop students' listening skill. Researchers consider that one of the objectives of English teachers to play videos is to improve English listening skills, the researchers will collect quantitative data playing videos on the class and at the end of the study explore if students consider it improves their listening skill.

The third research question is what the factors that make content-class related videos beneficial in the English learning process in the students of the selected course are. To answer this question, the researchers will pass a survey to students and ask them what are factors that make a video beneficial to learn English.

3.3.Research Design

Descriptive research design

After deciding to work with the qualitative and quantitative mixed method approach, it is necessary to choose a design to develop the research, one that could help the people doing the study to easily present the results of what is found using the different techniques and instruments. This requires the team to carefully analyze the data that is going to be collected to be able to determine if one design or the other would be more beneficial to then search on different academic studies about the different designs available to do a research.

The most feasible design for the research is the descriptive design. According to Knupfer & McLellan (1996) descriptive research does not fit neatly into the definition of either quantitative or qualitative research methodologies, but instead it can utilize elements of both often within the same study; therefore, based on this statement the team chooses this to be the design to lead the study, most of the information that is going to be collected is supposed to provide information of

both types qualitative and quantitative data, so this design is going to provide the team the freedom to work under both types of data.

Knupfer & McLellan (1996) say that the three main purposes of research are to describe, explain and validate findings. First, the descriptions will come from the observation and exploration of the topic being studied and its findings that would then be organized and explained through such descriptions. Then secondly, the description given is supposed to explain the findings in a way that the reader would understand the reasons why certain things or behaviors happen. And lastly, these descriptions used to explain the findings would validate by itself with all the quantitative data collected in the research.

3.4.Population and sample

The research will be held at the Foreign Language Department of the University of El Salvador located in San Salvador city, San Salvador. The population chosen is the English language students from this department.

The technique to select the sample is a stratified random sample which is a probability sampling technique since the sample for the research is being selected randomly.

The sample consists of two groups of male and female students taking the Intermediate Intensive English II course, term I-2018.

3.5.Research technique

Primary Research Technique

The data collection of this study is mainly based in the Primary Research technique. The Primary Research consists in having the researcher gather the required information by self-

applying the research methods selected. It means that, this type of technique does not include information already found in other researches as in the case of the Secondary Research technique.

To collect the data required for this study, both the quantitative and the qualitative research methods will be applied: the “Mixed methods research”. This is a method to perform researches that include the use of quantitative research instruments such as surveys; and qualitative as, tests, questionnaires, etc. For the development of this study, the research instruments to be used are:

Qualitative instruments

1. Interview
2. Survey

Quantitative instruments

1. Check list

With the interview, it is pretended to find out what the opinion of educators about the use of the video in the classroom is. The plan to follow is to apply this instrument to find out if teachers are including videos in their lesson plans, what the importance they give to videos in terms of using them as a teaching tool is and to understand the personal processes or guidelines they implement when they teach using this instrument.

It is considered important that teachers contribute in the collection of the information as they are the ones daily living the educational processes, they are the executors and performers of the lesson plans. To answer the research questions, it is necessary to get help from educators, the experts dealing with different type of students in a daily basis and who have found great and valuable techniques from the continuous experience they get related to teaching tools.

Teachers are considered an important key piece since they are interacting with the learners and have, through their teaching experience, found what the way to approach students is and what the things that can be applied in a teaching session for better results in terms of learning the second language are.

With the survey, the students can share their experience learning through the implementation of videos. The questions are set to find out what the attitude students have towards videos usage is. What is intended to discover is how attractive or what the impact videos have in their lives is and what their personal opinions are about using the video to compliment contents.

The check list is set to discover through observation what behaviors are presented by the learners while playing the video in the class and after they finish the activity. This technique is included in the study to explore what students experience and how videos influence their learning processes.

3.6. Research instruments

- A survey for the students to give their own opinion and perspective about the usage of videos in the English classes and the factors they consider to be beneficial for their own learning process.
- A questionnaire is going to be used to do an interview to the teachers.
- A checklist will be used by the researchers while doing an observation of the students' attitudes towards the use of videos during a class.

3.7. Validity and Reliability

Validity refers to the correctness and appropriateness of the interpretations that a researcher makes of the study, also validity is defined to the extent at which a context is accurately measured

in a quantitative and qualitative study. To validate the information researchers, use teacher's interviews, surveys, checklist and a whole circuit of ideas intended to validate the information.

Reliability refers to consistency across the administrations of the instruments according to Gass (2010). Reliability deals with the consistency, dependability and replicability of "the results obtained from a piece of research" (Nunan, 1999, p. 14)

This style of teaching is considered as the most reliable kind to break through the path of learning objecting the meaningful answers gotten from instructors and scholars in which they secure to discipline a more dependable portal of video contents, holding a most watchable instruction that carries questionnaires used as well as highly appreciated interviews.

It is necessary to mention triangulation as a method of validating the information collected through various methods, this means using more than one method to collect data on the same topic. This is a way of assuring the validity of research through the use of a variety of methods to collect data on the same topic which involves different types of samples as well as methods of data collection. The purpose of triangulation is to capture different dimensions of the same phenomenon, here the researcher should use different procedures such as questionnaires, interviews and classroom observations also collecting a variety of types of information through different sources can enhance the reliability of the data and the results.

Due to the nature of the topic to be studied the mix method is chosen because the research involves collecting, analyzing, and interpreting quantitative and qualitative data and this would allow researchers to validate information.

Then, in order to apply the methodology as well as to get the results, it is necessary to mention the following steps: To identify the factors that make content-class related videos

beneficial in the English learning process in the students of the selected course. For that objective, it is required to pass a survey; first of all, to know if teacher play videos in the classroom, second to know from students those factors that make a video beneficial. this aims to have qualitative results shown on a graphic analysis.

It is important to determine how the use of content-class related videos as an engagement tool contributes in the English learning process for students of Intermediate Intensive English II from the Foreign Language Department at the University of El Salvador, term I-2018 in order to gather this information an interview will be done to teachers, the total population to be interviewed is 4 teachers, in which all of them are from Intermediate Intensive English II courses, all the teachers will be interviewed in order to gather more reliable information. Finally, each instrument has different ways of being reliable and valid by its results. The more reliable, and valid instruments are the quantitative ones since they present numbers that can be measured, but the more realistic instruments are the qualitative since the numbers cannot measure the human interaction and thinking. The use of qualitative and quantitative research methods together can therefore be used to gain a deep understanding of a topic.

3.8.Data Collection Procedure

This part of the research methodology describes the instruments to be used for collecting the data and the way the data will be gathered; these instruments are planned in order to accumulate and analyze the results with the purpose of answering the research questions.

Survey

According to a definition from the Oxford dictionary, a survey is an investigation of the opinions or experience of a group of people, based on a series of questions which will be carefully

created by the research team and will be oriented to answer the research questions established at the beginning of the project.

Before administering the survey, it will be checked by the advisor, in order to verify how effective it is, for students then to complete under the supervision of the research team, also a pilot will be administered to five students of English Intermediate Intensive II.

The data collection method includes passing a survey to the students of Intermediate intensive II group 4 and Intermediate intensive II group 5 from the Foreign Language Department in the University of El Salvador.

- The first survey will be passed to students from Intermediate Intensive English II group 4, with a total of 28 students.
- The second survey will be passed to students from the Intermediate Intensive English II group 5, with a total of 6 students.

Interview

Based on a definition from the Meriam-Webster dictionary an interview is simply a meeting at which information is obtained from a person; this interview will be created and will last no more than 10 minutes in which there will be a set number of questions that the interviewer will ask to the professors in charge of the different Intermediate Intensive English courses respectively. With the interview, it is pretended to find out what the opinion and personal experience of educators is about the use of the videos in the classroom and its effectiveness while trying to engage the students in the activities.

The research team has selected four professors from the FLD that are currently working with Intermediate Intensive English II courses; group 1, group 2, group 3, group 4. The interview

will be requested formally by handing in a letter asking them for a short 10-minute interview and then it will be scheduled depending on their availability.

When the time of the interview comes, the research team will use a recording device to keep an audio record of the answers from the professors, this will then facilitate the qualitative analysis of their answers and will be passed into text for reading.

Checklists

The Collins online dictionary defines a checklist as a list of things, names, etc. to be checked off or referred to for verifying, comparing, ordering, etc. The checklist will be used to discover through observation any good or bad behaviors presented by the students when the video is played in the class.

Process to fill out the checklist:

The first video will be played on the English Intermediate Intensive II, Group 4, regarding illness, in the meantime students will be watching the video the researchers will be taking notes about the students' attitude towards the activity.

The second video will be played on the English Intermediate Intensive II, Group 5 regarding illness as well, in the meantime students will be watching the video the researchers will be taking notes about the students' attitude towards the activity and will gather their opinion of how they felt while watching the video and what they think about the usage of that tool

3.9.Data Analysis

To analyze the information obtained through the different data collection instruments, the team will use a software called Microsoft Excel 365 that allows to tabulate and graph the

information in the most precise and objective way using pivot tables that help the team organize the information to keep the essence of the data provided by the interviewed and surveyed individuals. In terms of how the qualitative data will be interpreted, an analytical analysis will be done using Microsoft Word.

Being Microsoft Excel nowadays one of the best tools for data interpretation, the team will use it for the entire data analysis process in the quantitative portion of the research. The information will be compiled with the help of Microsoft Excel 360 and the support of Pivot tables. First, the data obtained through the surveys will be entered into the data sheet and will be organized in rows and columns, then it will be organized using pivot tables that will automatically generate the graphics that will represent the statistical analysis of the answers provided in the survey.

The pie graph will be divided in pieces being its size congruent with the percentage of answers provided by the interviewees. Every slice representing an item will be assigned a color to provide better understanding to the reader. The tabulation and graph process will be done for all of the questions in the interview. Having each question tabulated and graphed and being the students' opinions reflected in numbers, there will be an explanation in regular text right down the pie graph. This is with the intention to provide visibility of what the percentages mean.

The notes taken through observation will not be represented quantitatively but they will for sure be included in the global analysis of the data. All the information gathered with the three instruments will help to answer the research questions and every detail obtained from the sample will be analyzed in detail to assess what the necessity of implementing educational videos in class is.

CHAPTER IV

4.1.Data results

4.1.1. Survey results

The following information was gathered from the results obtained through the survey that was delivered to the students from the Intermediate Intensive English II courses. Each graph has been generated from a statistical program that automatically creates a graph from raw information contained in pivot tables and the information is presented in percentages for a better comprehension of the students' answers based on their opinion.

Each question has been individually analyzed using Microsoft Office Excel 2013. There is a chart containing the data collected directly from the surveys and is made out of three columns.

The first column describes the options that the students had to choose from, this column will help to have a closed range of options to be able to measure in the second column the total percentage of preferences from the students to each options. Each row has a percentage based on the number of answers from the students for that specific choice and at the bottom of the row, all percentages make up 100% percent of the population that participated in the survey.

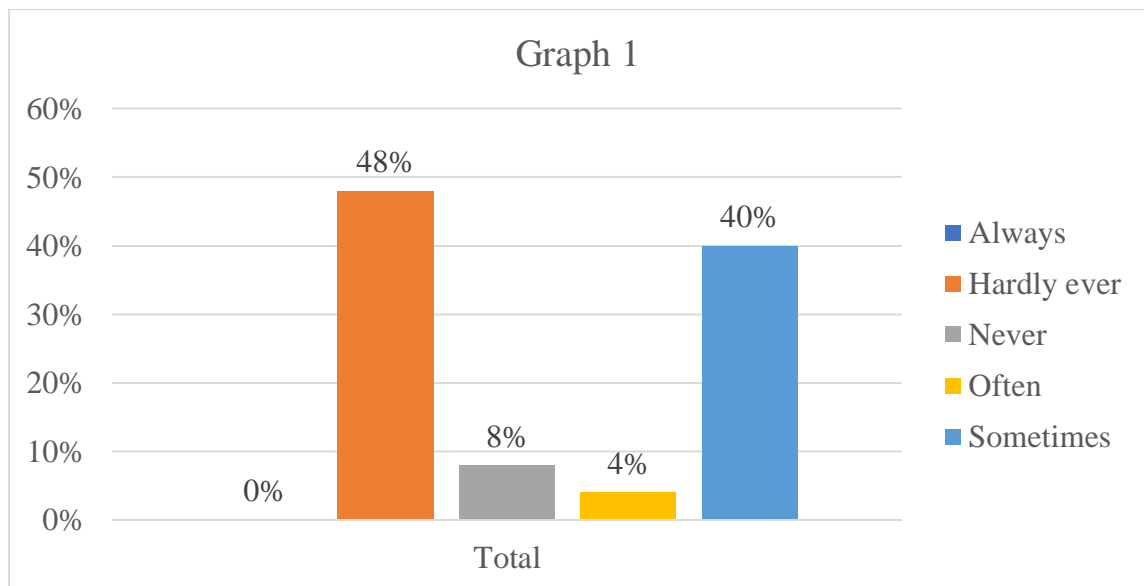
The information presented on each graph and all percentages on each table is the basis used for a further global analysis in detail that provides the intended information to be used to answer the four research questions set at the beginning of the project.

The results of the 9 questions from the surveys that were delivered to the students from the Intermediate Intensive English II course (see annex 1 – Survey) are presented as follow.

Question 1: Does your English teacher play videos in the class?

Table 1

Choices	Percentages 1	Sum of answers 1
Always	0.00%	0
Hardly ever	48.00%	12
Never	8.00%	2
Often	4.00%	1
Sometimes	40.00%	10
Grand Total	100.00%	25

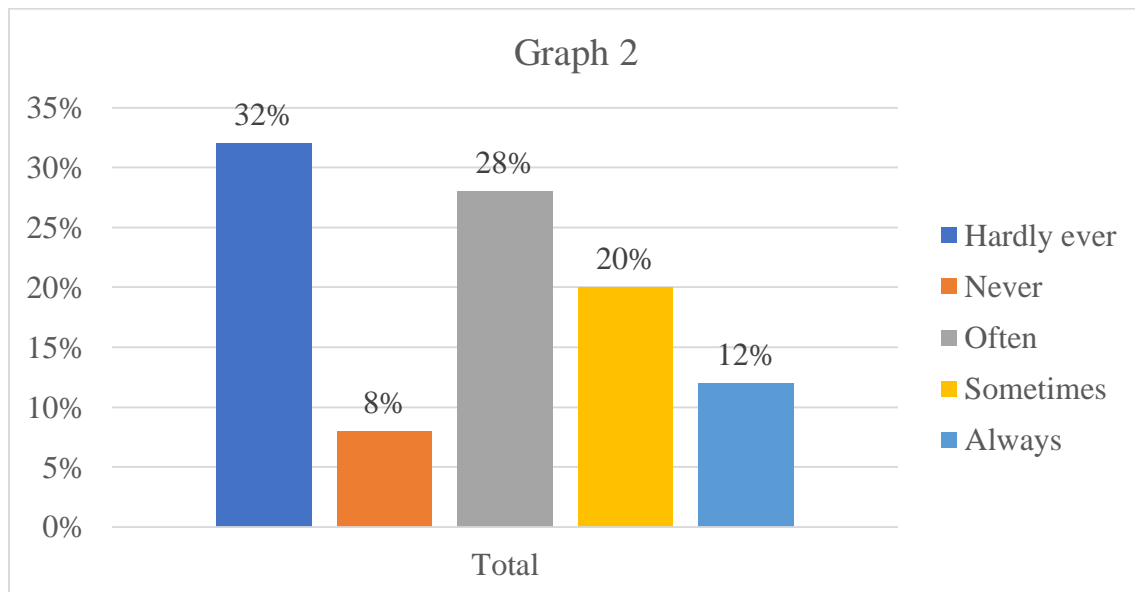


The survey revealed with 48% that teachers hardly ever play videos in their classes and 8% of the whole results tell that videos are “never” played. 40% of the interviewed students said that videos are sometimes brought to class and 4% responded that videos are often presented. 0% belongs to the attribute “always” which concludes that videos are definitely not used consequently in teaching sessions.

Question 2: If previous answer was YES, are you required to complete any exercises about it?

Table 2

Choices	Percentages 2	Sum of answers 2
Always	12.00%	3
Hardly ever	32.00%	8
Never	8.00%	2
Often	28.00%	7
Sometimes	20.00%	5
Grand Total	100.00%	25

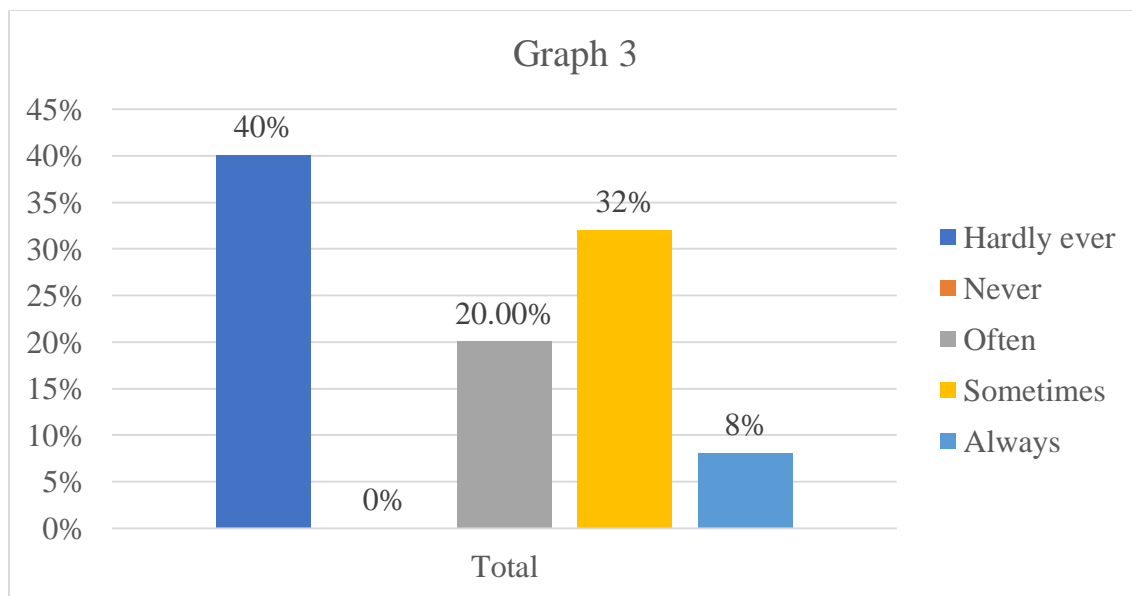


When a video was presented in the classroom, it was necessary to determine if there were required exercises to complete and what the frequency was. 32% of the total interviewed people said that they were hardly ever asked to finalize exercises. Only 12% of the total students interviewed advised that they were always required to present the complexion of given exercises. 20% of the population expressed that they are sometimes required to complete exercises while 28% confirmed that they are often asked to mandatorily work on the exercises.

Question 3: How frequently does your teacher use any multimedia device to support any activity in your English class?

Table 3

Choices	Percentages 3	Sum of answers 3
Always	8.00%	2
Hardly ever	40.00%	10
Never	0.00%	0
Often	20.00%	5
Sometimes	32.00%	8
Grand Total	100.00%	25

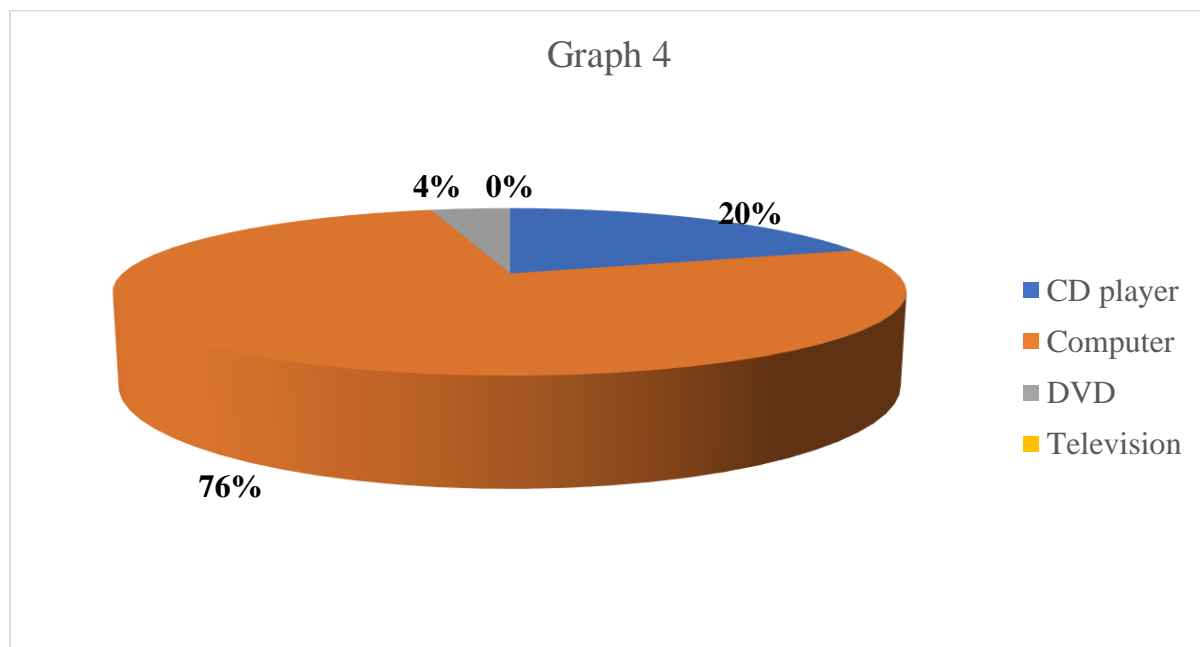


It was taken into consideration to ask if teachers brought multimedia devices to support their activities in class being “hardly ever” the attribute highly scored with 40% of the total population. 32% of the interviewed students said that the multimedia devices are sometimes used in the class and 20% confessed that teachers often bring these devices.

Question 4: Which multimedia devices does your teacher use in the class for teaching English?

Table 4

Choices	Percentages 4	Sum of Answers 4
CD player	20.00%	5
Computer	76.00%	19
DVD	4.00%	1
Television	0.00%	0
Grand Total	100.00%	25

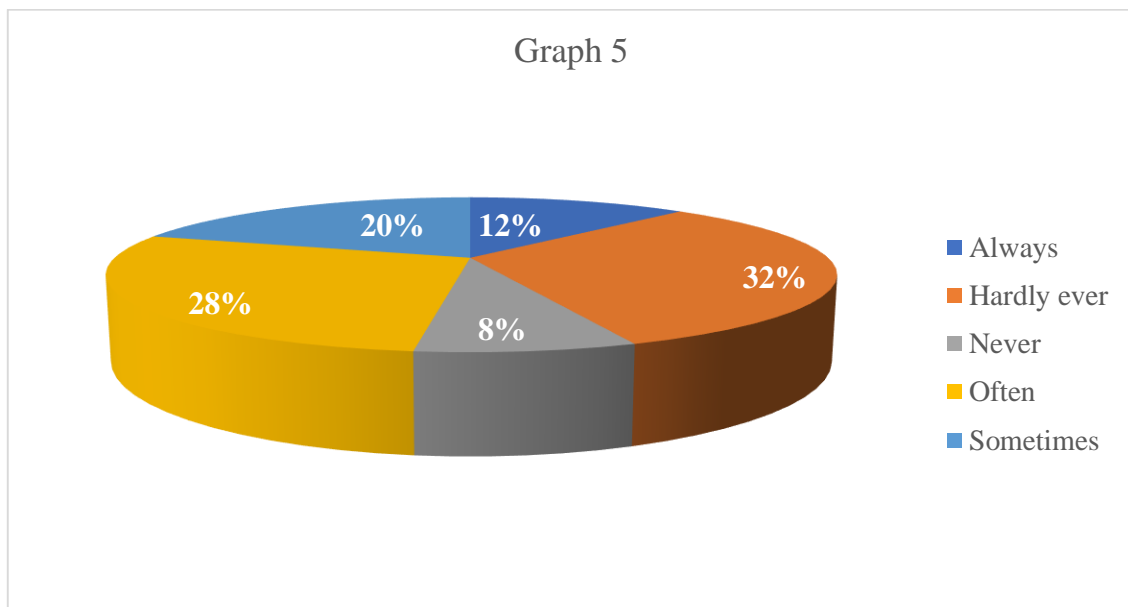


Going deeper on what devices teachers hardly ever bring to teach, it was found that in 76% of the cases, teachers use computers. With 20%, it was found that educators bring CD players and only in 4% of the cases teachers use DVDs.

Question 5: What kind of videos are usually used by your teacher?

Table 5

Choices	Percentages	Sum of Answers
Documentary films	20.00%	5
Entertainment videos	4.00%	1
Others	28.00%	7
Video tutorials	48.00%	12
Grand Total	100.00%	25

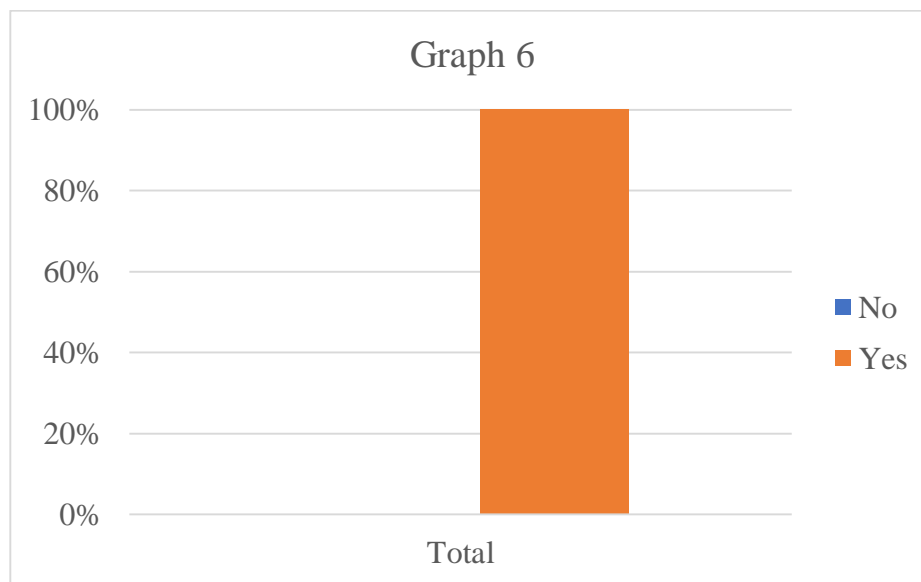


The survey was also designed to find out what type of videos are being played in the rare occasions that these ones are used and it was found that teachers are presenting in 48% of the cases, video tutorials. 20% said that they are taught with documentary films while 4% expressed that they are presented entertainment videos. 28% of the students confirmed that the type of video presented is not content class related at all but random videos downloaded from internet.

Question 6: Do you think watching videos has a beneficial effect on learning English?

Table 6

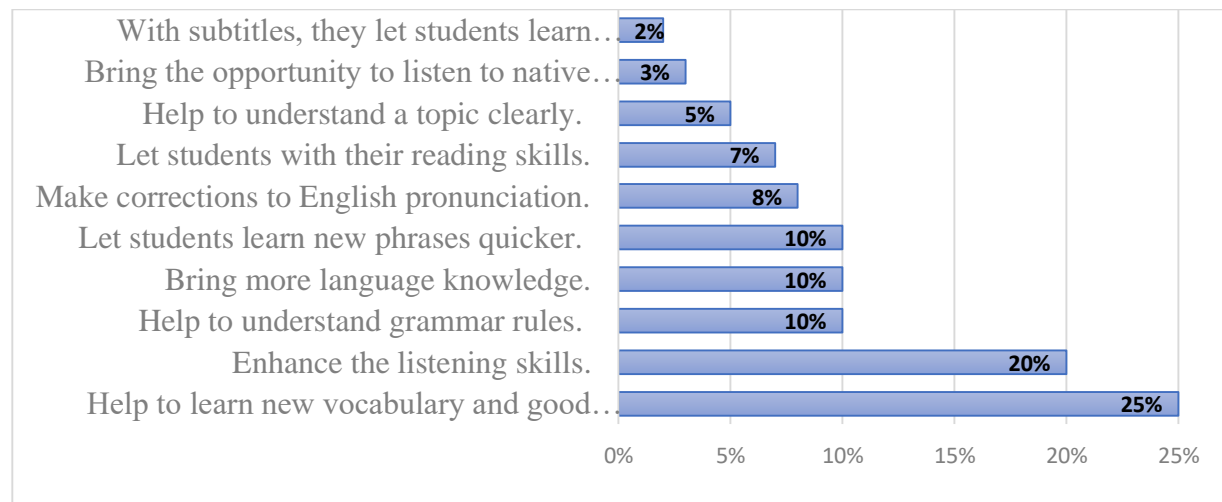
Choices	Percentages 6	Sum of Answers 6
No	0.00%	0
Yes	100.00%	25
Grand Total	100.00%	25



The survey revealed that 100% of the interviewed students of the Intermediate Intensive English II courses from the Foreign Languages Department of the University of El Salvador consider that videos have definitely positive effects on their learning process and they all explained the reason why they consider this that way in the chart below:

Question 6: If your previous answer was yes, briefly tell us why.

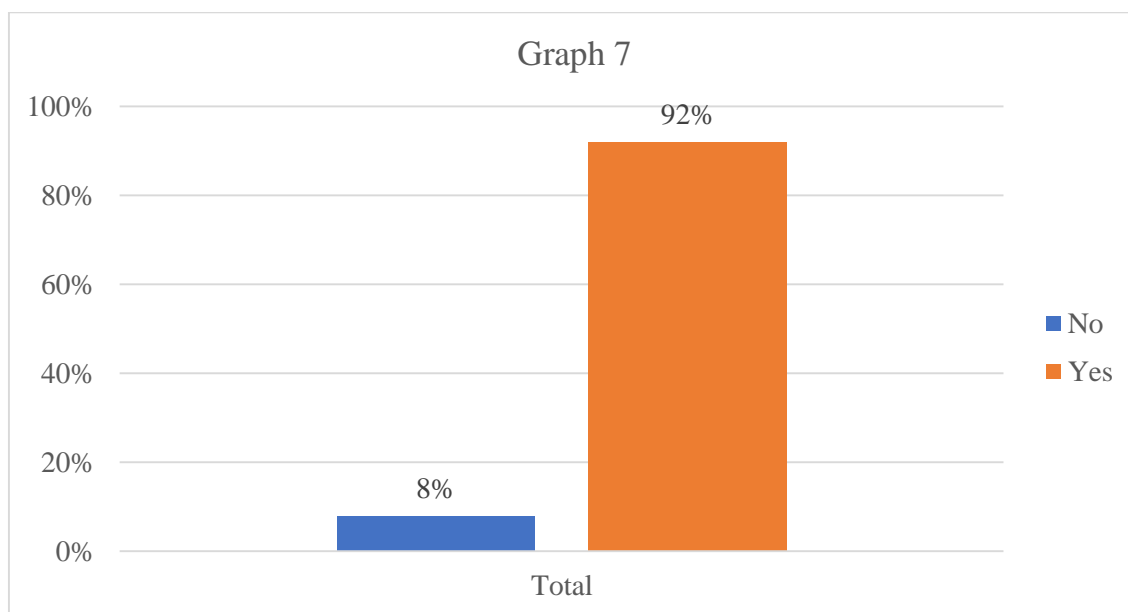
Videos...	Answers
Help to learn new vocabulary and good pronunciation.	25%
Enhance the listening skills.	20%
Help to understand grammar rules.	10%
Bring more language knowledge.	10%
Let students learn new phrases quicker.	10%
Make corrections to English pronunciation.	8%
Let students with their reading skills.	7%
Help to understand a topic clearly.	5%
Bring the opportunity to listen to native English pronunciation.	3%
With subtitles, they let students learn correct grammar structures.	2%



Question 7: Do you think that videos develop English listening skills?

Table 7

Choices	Percentages 7	Sum of Answers 7
No	8.00%	2
Yes	92.00%	23
Grand Total	100.00%	25

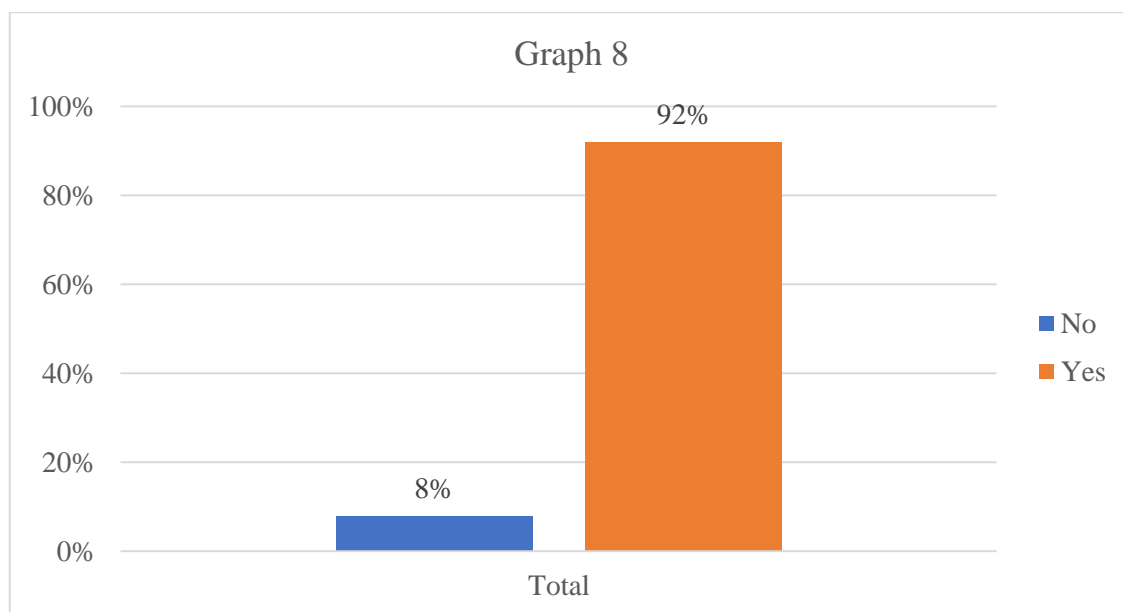


92% of the students expressed that videos help them develop their English listening skills. A small variation was found with the 8% who said that videos do not help them with their listening improvement which is considered to be a normal variation taking into consideration that every person learns in a different way.

Question 8: Do you feel more engaged when the teacher uses videos as a teaching material?

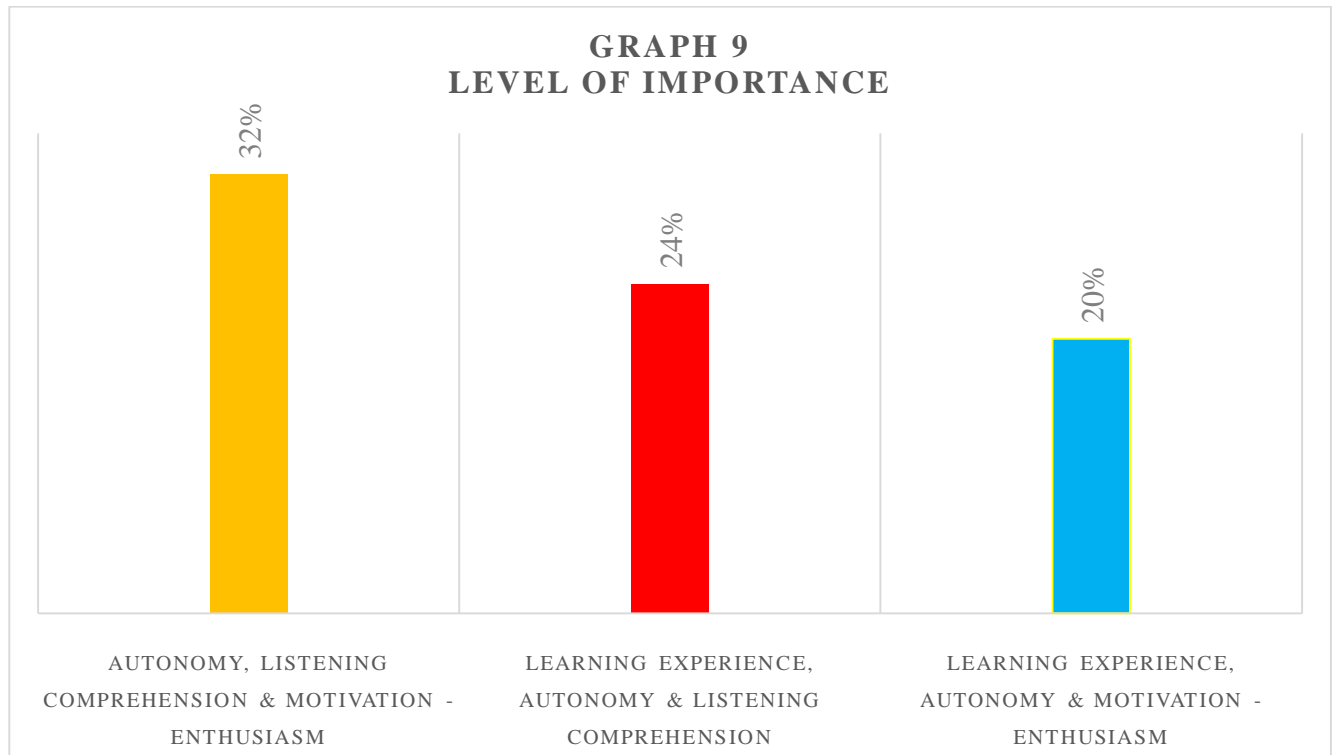
Table 8

Choices	Percentages 8	Sum of Answers 8
No	8.00%	2
Yes	92.00%	23
Grand Total	100.00%	25



92% of the interviewed students expressed that they feel more engaged to learn when teachers presented a video in their classes while the 8% responded that they do not feel any difference between watching a video or not.

Question 9: Select the three benefits you consider most important about using videos as a learning tool.



With 32% of the responses, students believe that their autonomy, their listening comprehension and motivation along with their enthusiasm is positively impacted by educational videos. The attribute “autonomy” takes the first place followed by “listening comprehension & motivation” in the second place and the last attribute “enthusiasm” going to the third place. The rest of the students, with 24%, commented that they would firstly feel engaged with their “learning experience” followed by the development of their “autonomy” and the support to their “listening comprehension skills”. The answers given in this group differ with the first and third group only in the order of the attributes but at the end of the day, the students are generally in agreement that educational videos impact them positively depending their individual needs.

4.1.2. Interview results

The results below were obtained from the interview (annex 2) performed to the professors from the Intermediate Intensive English II course from the Foreign Language Department of the University of El Salvador.

Question 1: Do you include videos in your lesson plans?

The four interviewed professors answered that they do play videos in the class.

Question 2-How often do you present a video to your students?

Three of them answered that they play videos once a week. Just one professor answered that he played videos every two weeks and another professor commented that sometimes they use videos in the class around 25% of the times and added that it is difficult to keep a balance in all the skills that have to be worked on.

Question 3-In your experience, is it easier for students to understand concepts and get ideas if a video is played in the classroom?

All the interviewed professors answered that it is easier; one said that it is easier for them to understand grammar; the second said that a video can make learning a language more interesting and motivating, so it is easier for them to understand concepts and ideas when using language to fulfill a real purpose. The third one said it is sometimes easy for the students but it depends on the type of video being used, because it should be in accordance with the students' level of knowledge. The four interviewees mentioned that sometimes it is easy for students to get the concepts and ideas but sometimes professors challenge students' comprehension by bringing a video that is a little bit above than the level of knowledge they have.

Question 4-Do you think that videos could complete what was taught in the class?

All interviewees provided a positive answer to this question. One of the teachers said through videos students improve their listening skills, understand the language, improve comprehension, and somehow practice more the target language; another professor brought to the table a story where once students did not understand grammar then the teacher decided to play a video that explained the topic and students finally understood the grammar structures. Another professor said videos can help students to develop a much wider vocabulary and grammar knowledge which can feed back into improving and supporting their learning needs. The last one said videos complement in a good way what was taught in the class and said videos can be used as a wrap up of a topic or reinforce it.

Question 5-At what stage of the development of your classes do you present your videos?

Two professors answered they presented the video at the end of the class so they can reinforce other subskills and the other ones said they use videos at the beginning of the class, at the middle or at the end of the class depending on the topic that is being developed.

Question 6- Do you consider that videos help students to engage in the learning process?

Why?

The four professors answered yes; the first mentioned that videos make the language learning process more entertaining and joyful; the second said that videos have to be well prepared and according to students' level of learning to help them engage with the learning process but recognized authentic material videos are even better. The third one said videos help students to develop their linguistic ability in the target language because it is a more natural way of developing language abilities. The fourth one reflected on the fact that videos are a good resource for teaching

but acknowledged that they as professors have to look for different ways to keep a wide variety of activities in their classes so they are not predictable. This way, by having many activities to do, then the students can be more engaged in the class than just by having the same routine every day.

Question 7-Would you recommend other professors the use of the video in their classes?

The four interviewed professors recommend other professors the use of the video in the classroom. One said it is stimulating and rewarding; two more concurred that it would be recommended as long as the tools to use videos are available; otherwise, an assignment to watch a video at home can be given to the student. The last professors said that by playing videos students understand a topic in a better way.

Question 8-What do you think are the main contributions content-class related videos have brought into the learning of your students?

The first professor was sure that they bring the outside world into the classroom and give teaching “reality”; the second said when a video is played there are many positive attitudes like having students pay close attention and enjoy learning new things related to the topic being developed. There was another professor that mentioned when a video is played in the classroom students show interest and most of the time they are engaged in the activity when a video is played. The fourth one was somehow a little unsure about the contribution this type of tool brings in the learning but agreed that they help to expose students to real language native speakers, challenging them to go one step further.

Question 9-Have you noticed anything positive or negative in your student when you have used content-class related videos in your class?

All of the interviewed professors agreed that whenever a video is played they have seen positive attitudes like students showing interest and most of the time they are engaged in the activities, students pay attention and enjoy learning things related to the topic, in some cases it can be hard to find videos that slow learners can understand but one of them accepted that he designs activities using content class related videos demanding students to evaluate the information in some way to draw conclusions.

4.1.3. Checklist results

Going through the analysis of the class observation, it was determined that students get completely excited when watching a video and their level of interest in learning was immediately powered up. Their eyes changed from a regular look to an expression of enthusiasm and joy. As the teacher explained that a video would be presented as part of the lesson, the student's attitude changed positively. Some students were sleepy and some others seemed to be bored at the beginning of the class, however, their attitude drastically changed when the video started to play.

As the teacher announced the projection of the video, students stopped talking and paid complete attention to the instructions given. They listened carefully to the teacher's explanations of how the class would be developed and what activities would be performed. All of them were in silence showing they were absolutely interested in what was next.

As the video was presented, the group stayed in complete silence. They had 100% of their attention on the projector where the video was being played. Amusingly, they took notes of new

words and phrases proactively. They looked to be very concentrated and despite a strong noise came from outside as if dozens of blocks fell down, they did not get distracted at all.

Right after the video ended, a big smile was drawn in their faces. They were simply satisfied with what they had experienced. The boring environment became an interactive class. They politely asked the professor if there was any chance they could watch the video once again. This behavior demonstrated they wanted to fill some gaps. They got the idea of what the video was about but still they needed to double check to fulfill their knowledge.

The teacher led the interaction but it became a student-centered class as they proactively participated in the development of the whole class and did not stop giving their opinions and findings. The session was of a great benefit in terms of engaging the student in the process of learning English and as they verbally expressed, it was an enjoyable and valuable class in comparison with previous classes.

4.2. Global analysis of the research

As per the results of the survey on what educators are using as technology to teach to students of Intermediate Intensive English II from the Foreign Language Department at the University of El Salvador, term I-2018. “The computer” is the device that 100% of the surveyed population selected. The computer comes to be a useful device to present a video as its compatibility is very varied with other gears such as USBs, CDs, Bluetooth, HDM connections, micro SD memories, WIFI connections and others. It becomes easy for educators to include a video in their teaching sessions if they have a computer but the non-existence of a projector makes impossible the inclusion of videos in the classroom. The CD player is being left aside and only has a slight presence in the teaching experience. While a Television is never used in the classroom, the

DVD is still a tool being used occupying the minimum percentage in the results of the surveys. It is very important to find a way to acquire and promote technology in schools as the world is changing and the information nowadays is not being broadcasted in regular books all the times. Globalization has brought great and beneficial ideologies in regards of the implementation of sophisticated technology advances in the learning of a second language.

Being video tutorials, the trend of videos used to teach to students of Intermediate Intensive English II, it is great news that students are learning the language by following steps for doing/making something. Cooking might be fun if a video is presented while students prepare the ingredients as the speaker guides. It might not be that fun if a food receipt is read while students prepare the dish. There are several advantages that should be considered when presenting a video tutorial to students such as the fact that students learning experience is successful if they duplicate what is being done in the video. This emulation to what is being watched, guarantees an effective learning like comparing a baby trying to stand up by himself and with the help of a walker. This analogy tells that humans' learning is enhanced if help is provided.

All of the surveyed students of Intermediate Intensive English II course from the Foreign Language Department at the University of El Salvador, term I-2018 acknowledged that educational videos are absolutely helpful in their English learning process. If students are aware of the benefits that videos bring; then, they are right open to learn from them. It is easy to work with people who knows why the technique is being used as they will simply follow instructions and make the objectives become possible to reach. If students had apathy to videos, it would be necessary to determine why they do not consider this teaching tool and what the possible changes that could be made in the lessons plans to rotate their perspective are. It is imperative to recall that the students are the purpose of the education and there is no point in teaching if they are not convinced of the

method that is being applied. In other words, if educational videos were a vague tool that along the teaching trajectory has not had any positive impact and its existence were not generalized then it would be recommended to teach with a different tool. However, students of the Intermediate Intensive English II course have told videos undoubtedly enhance their learning experience.

4.3 Data interpretation

To carry out this work, the research team proposed four questions to guide the whole study and after analyzing the information gathered from the students in their answers from the surveys, the information provided by the professors in the interview and the data collected through the class observation, it has been identified that videos definitely contribute positively in the students' learning process as an answer to the first research question which was how do content-related videos contribute in the English learning process for students of Intermediate Intensive English II from the Foreign Languages Department at the University of El Salvador?

This information can be proven with their answers in graph#9 that they all agree videos have a positive impact on their learning and that the difference is the needs each of them may have that at the end it is all about videos contributing their learning one way or the other.

First of all, videos help to learn new vocabulary and good pronunciation. Students expressed that it is easier to expand their vocabulary by placing the scene in context. The brain screenshots the scene and makes connections between the word and the actual “thing” causing an effective retention of the meaning. Expansion of vocabulary comes to be successful as the brain is stimulated with the exposition of real English environment recorded in the video. Students do not have to know every single word in the speech presented in a video to understand the whole

message. The brain groups words that they already know and automatically the understanding of the message occurs.

Regarding the pronunciation benefits, the student is exposed to native pronunciation which helps them clarify gaps as well as they get a model to practice and exercise their articulation muscles. Videos then enable students to produce correct sounds and help them to eventually after consecutive training, master their pronunciation.

Secondly, the video helps to understand grammar rules. When students are watching a video and this is presented in accordance with their English level, the grammar is tacitly taught and developed. While a student might not understand when to pluralize or singularize a noun another student might not understand how to use modals. These gaps are fixed as the medicine for all these areas of improvement come intrinsically in the video.

Also, the video enhances the listening skills. In a foreign place where English teachers are not native, it is of a great help that students listen to pure native English speakers through a video. The benefits are many: they will learn how sounds are supposed to be articulated, how linking words are put together and pronounced, how a sound has to be produced depending on its location in the sentence and more. Students will surely understand the correct and the most general pronunciation of English words.

To continue, using videos bring more language knowledge. In general, exposing students to videos where native English is spoken, will enrich them with knowledge in terms of culture, language, society and many other proper English factors which at the end help making the learning experience more successful.

It is important to mention that videos also let students learn new phrases quicker. It is important to mention also that, through videos, the student has the opportunity of learning complete brand new phrases. A video is a natural conversation where the speakers act like in real life, using daily phrases, from simple to complex sentences, linking and isolated sounds and so on. All these factors included in a video are available for the learner to discover more about the second language.

It is a fact that videos help students making corrections to their English pronunciation. If a student is incorrectly pronouncing a word, a video would be such a great help as there are many chances that the word is mentioned along the presentation. And it shouldn't be necessary to make a reinforcement lesson plan strictly to teach the pronunciation of the "V" as the sound is being tacitly taught with the video. Even if the educator is not sure about a word pronunciation, the video can be a helpful tool.

Finally, videos also help students with their reading skills. Through a video, after learning new vocabulary, new phrases and English culture, it would be easier for a student to go on reading accurately and comprehending the message given. The benefit of a video brings a domino effect. The ability to comprehend English and articulate sounds properly, the understanding of English grammar and at the end the mastering of the language.

There was a second research questions proposed to find out what is the students' attitude towards learning English through content-class related videos and after reviewing the results of the students' answers, it is notorious that all of the students in the surveyed courses say that videos have a beneficial effect in their learning, and this is only their own perception about this practice. On the other hand, in the information provided by the professors of the selected courses, based on

their teaching experience, they have all observed a positive attitude from students towards playing content-class related videos. The two professors from the group 1 and 3, both agree they have observed a positive attitude from the students when playing videos in class as the students pay attention and enjoy learning new things with the videos; moreover, if the videos played in the class match the students' level of understanding it makes it easier for them to get ideas as they are able to integrate the outside world into the class when they are exposed to native English speakers through the use of content-class videos.

If professors from their experience have proven that videos are taken positively by their students, this then means that the use of these as a teaching material is effective. Moving to another point to watch this from a different perspective moving forward to the opinion of the students through the survey, a 92% of them said they feel more engaged when the teacher uses videos as a teaching material (See graphic #8). It might be possible that someone may wonder why not 100% of the students feel engaged when using videos in the classroom and this can easily be explained by the 7 intelligences theory from Howard Gardner, there are chances that this little percentage of people do not feel engaged only by watching a video but they prefer to do the learning on themselves as a kinesthetic learner would.

92% of the surveyed students expressed that they feel more engaged to learn when a professor uses videos in their classes rather than when there is no presence of media. When information is digested in an audiovisual way, like little birds singing in a wire in a fresh morning, the brain compares it with past images and experiences. It does not occur when a book is being read. By mixing up auditory and visual information through the presentation of a video, the brain

makes connections with already lived memories making easier the retention of relevant information such as vocabulary, sound structure and intonation.

32% of the surveyed students believe that watching an educational video develops the learner's autonomy, enhances student's listening comprehension and increases student's motivation and enthusiasm. The other side of the answers revealed that the most important input of the presentation of a video is the enhancement of learning experience, the development of the learner's autonomy and listening comprehension. 24% the surveyed students either believe that educational videos only help them to cheer them up and motivate them to learn or help them to train their comprehension abilities.

Lastly the team work was based also on a third research questions that intended to find out to what extent content-class related videos develop students' listening skill and with the interpretation of the data results it was found that the implementation of multimedia as a teaching tool in the present time has become very popular. And this motivated the research team to create a study based on an emerging teaching tool that seemed to have a positive impact in the present English teaching techniques. Going deeper on the matter, after gathering the answers on the survey from the two groups of Intermediate Intensive English II courses of the University of El Salvador, the majority of the students agreed that educational videos help them develop their English listening skills, moreover, from the information gathered from the class observation checklist it was observed that the students found some small difficulties understanding the accent of the speakers, which was something good from a teaching perspective since this then had the students forced to watch the video a couple more times to be able to get used to the accent and therefore understand their dialogues.

From the perspective of the researchers, the actions the students took to be able to understand pretty well what they were hearing is considered a self-learning behavior, because they were aware that having a video as part of their class was not only for entertainment but they realized it was part of the learning curriculum, and it was that behavior that made the students develop their listening skill up to the extent that they considered understandable, meaning that the use of this type of multimedia allow the students to set their own limits and reach the highest level of oral comprehension while listening to other English speakers through a video.

These resources bring audio stimulation which causes the ear to boost up its potential by challenging to understand what is being said in the video as it has been mentioned before when it was observed that the students played the video two or three times to make sure themselves they were able to understand everything. This is an opposite reaction to conventional lectures where students are required to fill in information to comply with language structures only. Not only native English is being projected to the students but also the whole experience of watching real environment scenarios that help understand and learn the second language.

With this type of videos, their ears are being trained to capture native English sounds that at the beginning were difficult to be understood, and linked words that along the path will build a positive effect in terms of developing their listening skills. What a student really needs to learn to listen and understand a second language is not based in the linguistics only, since the effect of an audio through a set of headphones is not the same as the effect of the images being portrayed along with it. On the other hand, lecture and writing is also important to breakdown syntax structures but by getting to know how to write words and its symbolic sounds representation, they will not be ready to speak the language. In other words, they need to be exposed to day to day English, in this case, by watching videos to make theirs learning experience successful.

The extent up to which the students develop their listening skill when watching content-class related videos depends on the level of difficulty they find in the video to comprehend the ideas, students do not watch the video just because the teacher asks them to do it but rather watch the video until the end after watching it for a number of times that they consider appropriate to have a small development that takes them to learn what was intended and have a better English listening comprehension.

And the last question the team had proposed to research about was what the factors that make content-class related videos beneficial in the English learning process in the students of the selected course are and among many things that different experts on the matter can consider factors that will set a video to benefit the learning process, the research team from the interviewed experts opinion has defined three main factor that make a content-class related video beneficial in the English learning.

✓ **Videos that have vocabulary and grammar in real context**

In other words, this refers to the kind of videos in which the characters on it teach or provide new vocabulary in context to the students, and that also provide hints for the students to learn proper grammar structures with basic day to day activities that give the students an easy context they can relate to. Based on class observation done (See annex A) at the end of watching a video that has grammar in context students feel more attracted to participate since they mentioned recognizing certain thing from the video that are similar to the way they would happen in real world.

So instead of using classic grammar or filling the blank exercises a video provides more benefits to the learning. Along with these, videos can be of vital help in contextualizing the language items. This then backs up what the interview professors expressed when they were asked what they considered to be a beneficial factor for an effective video when teaching English, the way students from the Intermediate Intensive English II courses learned grammar with the video presented proved that grammar in context is in fact crucial for their engagement in learning new structures.

✓ **Videos with an understandable pronunciation**

This sounds to be a logic and common factor that is expected from different resources like audiobooks or radio recordings, and it is not something to be surprised but students do not usually have a good time if the audio they are listening to is difficult to understand and this might even lead into frustration. In fact, while doing the class observation it was observed that some students asked the team why the video that was being played had a British accent, and he expressed some kind of disinterest to watching it since it was difficult for him to understand. So, in order not to hinder the effectiveness of content-class related videos, it is important that the pronunciation and accent of the speakers in the video is understandable.

✓ **A video with a topic that is engaging and attractive to students**

Usually this can be tricky and trickier when the class is big as not everyone likes or gets engaged with the same type of content, but this can easily be tackled by the experience teacher in the mid-term weeks that is when the teacher has been able to get to know most of his or her students' populations and preferences.

CHAPTER V

5.1. Conclusions

This research had as a goal to study the influence of videos as a tool to engage the English learning. According to the interviews, surveys and observations performed, it is concluded that videos are a great tool to engage students when learning English as a foreign language in a successful way and helps to develop their listening skills.

After going over the results provided on the data analysis it has been concluded that videos contribute in a positive manner to the learning process, depending on the point of view of the teacher in charge of developing the students learning they might or not be aware about the contributions that videos can bring to their daily classroom curriculum. The first contribution is the acceptance of their students directly who based on the analysis done to the results from the data collection instruments their perception of content-class related videos learning is already set for success since they consider that videos will be beneficial for their learning.

Besides the perspective itself from the learners about the usage of videos and its contributions in the classroom, the usage of this type of media also contributes positively some basic skills of English learning like listening, grammar, and vocabulary by building up a different way of defining new terms in their vocabulary as they do a self-discovery learning process as mentioned previously in the data interpretation section.

In conclusion, researchers can end up stating and assuring that a content class related video is beneficial and it is proven to be the most reliable tool nowadays used to get rid of the excess barrier difficulty that grammars and pronunciation presents to students awaking on them genuine attention to undertake a long viewable learning process with tangible results.

Researchers have watched students throughout observation satisfying faces enriching understanding along with exercise, with an exceptional gladness of commitment due to videos are easier accepted by students because of the attractiveness videos have. It is proved by researchers that playing videos engage students more than a regular class. Videos provide more opportunities to expose students to real situations using native language that facilitate the acquisition of language and its accent.

Future researchers can measure the unique benefits this attractive belief carries to learners by turning the old boring grammar lectures into a self-powered motivated student working with still required lessons but enthusiasm will not let them drop the goal to effort to the utmost

Learning English can be challenging for some students and easy for others. Either way, the video comes to benefit students with slow learning and with fast learning capabilities. Analyzing all the data collected through the different research instruments, it was concluded that videos have a positive impact in the learning process. At the beginning of the class, the students of Intermediate Intensive English II of the Foreign Language Department at the University of El Salvador showed a neutral or negative state of mind. They were sleepy, distracted or disinterested. When it was announced that a video would be played as part of the class, their attitude changed abruptly. They showed interest, curiosity of what was going to happen next and desire of participation. The reflection that showed that they liked the video they were watching was deployed when they clapped and smiled. There was a strong connection between their desire to learn and what was being taught. Different from how their encouragement was at the beginning of the class, they showed an effort in resolving the exercises and proactively participated in the post video questions that were asked. The rapid change in their learning behaviors pointed out that implementing content class related videos helps them increasing their eagerness to discover and

experiment by themselves. The whole group interacted between them making their development possible. Indisputably, the video presented helped them to engage with their own learning process as their attitude changed from negative and neutral to positive and participative.

Over all and after analyzing the video presentation experience, it was concluded that the video contributes and impacts the learning engagement assertively. The students in this sample, never showed a negative attitude; on the contrary, their positivism and interactionism while the activities were performed revealed that they were really linked with the English learning process.

5.2.Recommendations

For professors

Videos should not be taken for granted. These should not be used as a time consumer tool. Playing a video in the class should be an activity aligned to the rest of the lesson plan. It is recommended to include a warm up activity before watching the video and another activity to conclude the video presentation as well as extra activities that professors might consider necessary.

Professors must consider implementing videos in their classes as the students themselves expressed that they help them to develop their listening skills. Videos need to be well chosen in accordance with the topic being studied. Videos need to be challenging to awake student's interest.

Researchers learned by observation that when English professors take students to the laboratory, and when a computer is assigned to every student, they do not have much control of the activities related to videos being performed. As a recommendation, professors can use a projector for watching the video in general so that students will be in the same page. Teacher should include more multimedia technology in their weekly activities.

For students

Students should take notes of relevant information while watching a video which will help them better understand the context. It is recommended for students to pause and replay videos when working on homework for better comprehension of the topic. Students could create mental timelines by dividing the video into parts for a successful learning experience.

It is recommended for future undergraduate students to research more this topic to continue the study ongoing.

CHAPTER VI

6.1.BIBLIOGRAPHICAL REFERENCE

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ANNEXES

Annex 1 - Survey

UNIVERSITY OF EL SALVADOR SCHOOL OF ARTS AND SCIENCES FOREIGN LANGUAGE DEPARTMENT



Topic: The influence of videos as a tool to engage the English language learning in students of the Intermediate Intensive English II course from the Foreign Languages Department at the University of El Salvador, term I-2018

Students' opinion and perspective survey

Instructions: please read each question, mark the answer that best defines your experience when videos are used during the class.

1. Does your English teacher play videos in the class?
a) Always b) Sometimes c) Often d) Hardly ever e) Never
2. If previous answer was yes, are you required to complete any exercises about it?
a) Always b) Sometimes c) Often d) Hardly ever e) Never
3. How frequently does your teacher use any multimedia device to support any activity in your English class?
a) Always b) Sometimes c) Often d) Hardly ever e) Never
4. Which multimedia devices does your teacher use in class for teaching English?
a) CD player b) Television c) Computer d) DVD
5. What kind of videos are usually used by your teacher?
a) Video tutorials b) Documentary Films c) Entertainment Videos d) Other
6. Do you think watching English videos has a beneficial effect on learning English?
a) Yes b) No

If your previous answer was yes, briefly tell us why?

7. Do you think that videos develop English listening skills?

a) Yes

b) No

If your previous answer was yes, briefly tell us why?

8. Do you feel more engaged when the teacher uses videos as a teaching material?

a) Yes

b) No

9. Select the three benefits you consider the most important about using videos as a learning tool.

- ☐ Enhances learning experience
- ☐ Develops the learner's autonomy
- ☐ Enhances student's listening comprehension
- ☐ Increases student motivation and enthusiasm

Annex 2 –Professor’s interview

**UNIVERSITY OF EL SALVADOR
SCHOOL OF ARTS AND SCIENCES
FOREIGN LANGUAGE DEPARTMENT**



**“THE INFLUENCE OF VIDEOS AS A TOOL TO ENGAGE THE ENGLISH
LANGUAGE LEARNING IN STUDENTS OF THE INTERMEDIATE INTENSIVE
ENGLISH II COURSE FROM THE FOREIGN LANGUAGES DEPARTMENT AT
THE UNIVERSITY OF EL SALVADOR, TERM I-2018.”**

INTERVIEW ABOUT THE USAGE OF THE VIDEO IN THE CLASSROOM.

Professor: _____.

Course: _____.

Questions:

1. Do you include videos in your lesson plans?
2. How often do you present a video to your students?
3. In your experience, is it easier for students to understand concepts and get ideas if a video is played in the classroom?
4. Do you think that videos could compliment what was taught in the class?
5. At what stage of the development of your classes do you present your videos?
6. Do you consider that videos help students to engage in the learning process? Why?
7. Would you recommend other teachers the use of the video in their classes?
8. What do you think are the main contributions content-class related videos have brought into the learning of your students?
9. Have you noticed any positive or negative in your student when you have used content-class related videos in your class?
10. What and why would you say are the three most important factors or characteristics that make a video beneficial or not?

Annex 3 - Checklist

**UNIVERSITY OF EL SALVADOR
SCHOOL OF ARTS AND SCIENCES
FOREIGN LANGUAGE DEPARTMENT**



Topic: The influence of videos as a tool to engage the English language learning in students of the Intermediate Intensive English II course from the Foreign Languages Department at the University of El Salvador, term I-2018.

Objective: To determine how the use of videos as an engagement tool contributes in the English learning process for students of Intermediate Intensive English II from the Foreign Languages Department at the University of El Salvador, term I-2018.

The students talk among them when they knew they would watch a video.	Yes	No
They show physical reactions that demonstrate interest in the activity.	Yes	No
They moved themselves into a more comfortable position to watch the video.	Yes	No
They show physical reactions that demonstrate disinterest.	Yes	No
They took notes while watching videos.	Yes	No
They get distracted easily	Yes	No
They were falling asleep while watching the video	Yes	No
They ask questions before the video starts	Yes	No
They say they did not understand the video	Yes	No
The students requested to see the video again	Yes	No
They were bored after the video ended	Yes	No

Other things observed during the activity:

1. _____.
2. _____.
3. _____.
4. _____.

	Activity	2017												2018											
		JAN	FEB	MAR	APR	MAY	JUN	JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	JUL	AUG	SEP	OCT	NOV	DEC
Chapter I	Resresearch profile preparation and presentation													End of the year vacations											
	Statement and presentation of the problem																								
	Objectives and research questions																								
	Justification																								
	Limitations of the problem																								
Chapter II	The use of media back in the years																								
	The use of videos in the classroom																								
	Videos as a teaching technique																								
	Choosing a video																								
	The eight intelligences theory																								
	The use of the video and the multiple intelligences theory																								
	Why the I+I theory is in favor of media usage in the classroom																								
	Why to use videos in the classroom																								
	How to use the video in the classroom adequately																								
Chapter III	Research method																								
	Type of study																								
	Research design																								
	Population and sample																								
	Research technique																								
	Validity and reliability																								
	Data collection procedure																								
Chap IV,V,VI	Information gathering - passing the instruments																								
	Data results, analysis and interpretation																								
	Global analysis of the research, Conclusions and recommendations																								
	Bibliography and Appendixes																								

TIMETABLE